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ABSTRACT

Designed to help prepare handicapped preschool children for mainstreaming, the manual describes 37 skills and related strategies for teaching those skills. The five skill areas are understanding self and others (including defending self, playing cooperatively, and respecting others); communicating (including initiating interaction with peers and adults and asking questions to get information); task related (including making choices, self correcting errors, and finding materials needed for task); school and classroom rules and routines (including waiting to take turns, sharing, and knowing way around school and playground); and self help (including feeding self, getting on and off bus, and toileting). (DLS)

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OUT OF THE NEST

Instructional Strategies to Prepare Young, Exceptional Children for the Mainstream

Developed Through
A State Implementation Grant
from the
Bureau for the Education of the Handicapped

WISCONSIN STATE EC:EEN PROJECT

John Melcher
Jenny Lange
Jim McCoy
Al Kammen

COMPILED BY:

Jenny Lange
Assistant Project Director
EC:EEN Project

Barb Wolfe
Director
Head Start–Handicapped
Training Project

Harriet Putzer
EC:EEN Teacher
Lodi

Trish Modell
EC:EEN Teacher
West Allis

Sue Treb
EC:EEN Program
Support Teacher
C.E.S.A. 8

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introduction

The following list of skills and strategies are the result of two workshops in the summer of 1979 which focused on issues and concerns related to mainstreaming young children with exceptional educational needs. Sixty kindergarten and EC:EEN teachers attended the three-day workshops.

Dr. Betty Vincent, the keynote speaker, charged the teachers with compiling a list of survival skills which kids need to "make it" in kindergarten. These skills are **not** requirements for kindergarten; few children entering kindergarten will possess all these skills. However, the more independent the child becomes in these skill areas, the better his/her chance of success in kindergarten.

It is interesting that the survival skills compiled here are not concept-oriented ("can name five farm animals") or perceptually-oriented ("knows under, over and behind") or reading-oriented ("recognizes three lower-case letters'). While concepts, perceptual skills and reading readiness are important, they are not sufficient for kindergarten success. Perhaps, this group of teachers is suggesting that it is not so much what a child is taught but how the child perceives him/herself as a learner that can make the difference.

understanding self and others

1. RESPONDS POSITIVELY TO SOCIAL RECOGNITION AND REINFOSICEMENT
2. SEPARATES FROM PARENTS AND ACCEPTS SCHOOL PERSONNEL
3. EXPRESSES EMOTIONS AND FEELINGS APPROPRIATELY
4. DEFENDS SELF
5. UNDERSTANDS ROLE AS PART OF A GROUP
6. RESPECTS OTHERS AND THEIR PROPERTY
7. WILLINGNESS TO TRY SOMETHING NEW (TAKE RISKS)
8. PLAYS COOPERATIVELY

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RESPONDS POSITIVELY TO SOCIAL RECOGNITION AND REINFORCEMENT

A "Wonderful Work" board, or a similar theme, can be used to display children's work.

"V.I.P. Day" - One very important person is leader for the day and during circle time, the child's peers each take a turn to tell something good about him/her. An extended version of this is "Child of the Week". A table display of his/her favorite things, family pictures, etc. are also suggested. The principal may wish to announce the "Child of the Week" over the P.A. system. In addition, the child may tell the teacher a brief story about him/herself (family members, pets, hobbies, etc.) The teacher writes the story on a large tagboard and attaches a picture of the child to the top. The board is displayed outside the classroom for all to enjoy. The story can be duplicated in the class newsletter.

Share accomplishments with parents and ask them to set aside a place at home for the child's "good work".

Acknowledge class accomplishments with "group praise" vs. individual praise.

If you're using constant individual reinforcement, start phasing out and look at the child when you give group praise so that the child understands he/she is included in that recognition.

Have an "I Can" place in the room. Children tell when they are proud that they can do something. The new skill is added to the board. Examples: I can tie my shoes! Eric; I can count to five! Sarah. Include the teacher in the accomplishments.

Special accomplishment pictures. Take a picture of the children with appropriate props when they have mastered something difficult. Pictures could be of groups or individuals. Examples: "We can say the alphabet", "I can use my walker alone", "I helped Jimmy put on his coat", "I completed a whole worksheet". Display the pictures prominently and send them home occasionally with an explanatory note.

Warm Fuzzy Clothesline. Each child decorates a clothespin for him/herself and names are attached. Notes which recognize the child's accomplishments and efforts are placed on the lines to be read in class and taken home.

Sunshine calls. Put a phone at the child's place. He/she calls someone in the class and gives a compliment.

Don't be afraid to "get a little crazy" with group reinforcement - especially at first. Try making up impromptu songs with actions to reinforce the kids for specific class accomplishments. Any impromptu action will do, and kids eat it up! Be a cheerleader and let them applaud and cheer for themselves. For example, to the tune "Are You Sleeping" sing "We are super" or "We are special" or "We listened to the story" or "We can do it...We can do it".

2. SEPARATES FROM PARENTS AND ACCEPTS SCHOOL PERSONNEL

Plan school visitations for parent and child ahead of time. Include an orientation to your program.

Teacher visits to the home are also helpful in making the transition. Bring pictures from school room to share with child

Set aside time to walk or ride home on the bus with each child during the first month of school.

Take pictures of the children in their home setting (or ask parents to send pictures before school starts) and have them displayed at school on the first day. This provides a good starting point for all the children.

Perhaps Mom or Dad could ride the bus the first few days with the child to help ease the transitio

Story books such as, "New Child in School", can be used.

If supportive personnel are unable to coax child out of room to receive other services, try working within the room or have a "buddy" accompany him/her.

3. EXPRESSES EMOTIONS AND FEELINGS APPROPRIATELY

There are a number of commercial products available which are helpful in facilitating this skill:

My Friends and Me by Duane E. Davis; American Guidance Service, Inc., Circle Pines, Minn. 55014.
This kit for preschoolers emphasizes appreciation of personal identity and development of social skills and understandings. The materials which include illustrated stories, songs, musical recordings, puppets and metal activity board with magnetic characters are very motivating.

DUSO Kit D-1: Developing Understanding of Self and Others by Don Dink Meyer; American Guidance Service, Inc., (address above).
This kit, designed for kindergarten and the lower primary grades helps children increase their "feelings vocabulary", understand their feelings, and express themselves more freely about their own behavior and feelings. The colorful story - feelings books, posters and puppets are attractive and appealing for youngsters.

T.A. for Tots by Alvyn M. Freed; Available from: Gryphon House, 3706 Otis St., P.O. Box 217, Mt. Rainer, Maryland 20822.
Transactional analysis for use with young children. Helps youngsters develop socially and emotionally. Common sense guidelines that help children understand themselves and others. From preschool to fourth grade.

Me-Doll; Available from: Childcraft, 20 Kilmer Rd., Edison, N.J. 08817.
The mirror face of the Me-Doll adds a unique quality all other dolls lack: reflecting any expression or mood the child wishes. The mirror is unbreakable and the doll comes in brown or white.

Alternative ways to "release" angry or mad feelings may be offered to the child who is aggressive. A punching bag in the corner may offer an alternative.

Use of puppets or dolls may prove helpfull, a child may be able to tell you how the doll "feels" before he can reveal how he/she "feels". Role playing activities may also help children "act" out their feelings.

Let the child know it's okay to feel mad, bad, sad, etc., but that we need to find ways to get over those bad feelings without hurting others, i.e., quiet place, secret for teacher,etc.

DEFENDS SELF

Don't jump into children's conflicts. Whenever possible try to give them time to work it out themselves.

When a child continually tattles on others for pinching, taking toys, explain that he/she needs to talk to the other child about it. Tell the child to say "I don't like it when...." when a toy is taken away.

Role play with puppets.

Help the children understand that words can be used to defend self rather than striking out. You can do this with "brainstorming" in a circle meeting. Children and teacher should feel free to discuss a particular problem and possible solutions to that problem. Any solutions are acceptable. The group may role play constructive solutions.

Have a "talking corner", (two chairs facing each other). If possible, let the children in conflict go there to work out their problems alone. The only rule is that they may not touch each other - they must use words. Do not intervene. Let them decide what to do.

UNDERSTANDS ROLE AS PART OF A GROUP

Role call techniques are especially helpful in bringing about an awareness of other children. Vary this from calling out names and then children respond by raising hands, moving to seat, standing, etc. Ask if anyone is missing, give children time to determine who is not there.

Songs and records that emphasize this understanding:

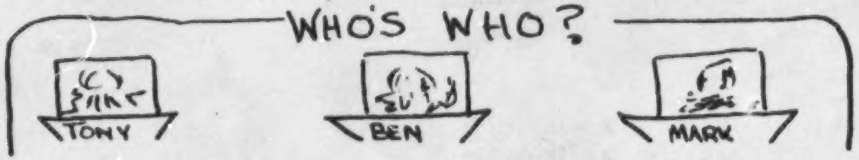
"It's a great big world we live in.
There's people everywhere.
Some big - some little, people everywhere.
Some live very close to us and some live faraway,
But all of us are neighbors wherever we may stay."

Circle games in which everyone joins hands and moves together can also be helpful.

Call Ball: sit in a circle. Roll ball to one child, calling out his/her name as you roll it. Receiver calls out the name of another child as he/she rolls the ball to the "named" child.

Include words like "everyone", "all" when giving directions to group to emphasize the inclusion of the total class.

Wall Name Chart - this can vary from a simple tag board chart where the children match their pictures up to their names or a match up of first names with last names for later in the year.



Group projects such as a seasonal mural where each child contributes a drawing or picture or a Christmas wreath made up of outlines of each child's hands.

Cooperative Puzzle: Everyone has a few pieces and children take turns placing them in frame.
Group Bulletin Boards: Everyone contributes material on various subjects, for example: "Our Pets", "Our Families", "Our Nature Walk", etc.

Have parents or volunteers design class T-shirts. Buy inexpensive T-shirts or have one sent from home. Also purchase cloth crayons, paint or markers. Parents design the T-shirts for the children and include the child's name, teacher's name, school and phone number. The kids wear the T-shirts on field trips.

RESPECTS OTHERS AND THEIR PROPERTY

When teaching movement activities emphasize that everyone needs their own "space" to move within. Point out that when they allow for enough space between themselves and their neighbors they don't bump into each other. Generalize this concept to walking in line, playing on the playground, etc.

The child must respect his/her own property as well, so assign each child a special cubby-hole where he/she can place personal belongings. If individual cupboard space is unavailable, you might try empty ice cream containers, small plastic basins or a stack of small cardboard boxes. A clothespin fastened to the wall or cord is great for holding paper or wet mittens and hats. A child may only take objects out of another cubby-hole when he has the owner's permission.

7. WILLINGNESS TO TRY SOMETHING NEW OR "TAKE A RISK"

Avoid saying "be careful"; it's better to be specific and say something such as "hold on tight" "put your foot up next".

Allow a child to initially observe another child doing a skill if he is hesitant about trying.

When possible, allow a "buddy" to introduce a new skill and do it with him/her

Take mistakes in stride. . . spilled milk is easy to clean . . . it's easier to try a new skill if the child isn't "afraid" of the outcome.

When a child is upset over failing (i.e., fell off a bike) acknowledge his/her feelings but add a positive comment on the attempt . . . "It was good that you tried the new bike."

When a child gives an incorrect answer or completes a task incorrectly, ask him/her to try another way or think of another answer.

If a child continually fails with a specific task or material, it may be better to remove the material for a time.

Reinforce the child when he/she attempts a more difficult task.

Sandwich new challenging material between old, reinforcing material. Begin and end the lesson with something that the child knows and enjoys - put the "meat" of the lesson between this material.

PLAYS COOPERATIVELY

The PreSchool Attainment Record (Edgar Doll - American Guidance Service) offers the following definition:

> "Plays cooperatively - plays in a coordinated group (pairs, trios or more) observing rules or maintaining purpose with harmonious give and take or in competition."

As defined above, this is a 4.0 year old skill. It is usually preceded by parallel play (3.0 year old skill) and reciprocal play (3.5 year old skill).

See Skill 5 in Rules and Routines for strategies to encourage "sharing".

Provide play materials that foster cooperative play. Teeter totters and wagons encourage "twosomes".

Pair kids who play well with kids who don't. (Avoid threesomes, "odd-man-out" for child having problems in this area.)

Provide game boards that children can work on together in small groups without teacher's help. As the school year progresses increase play activities that require independence and cooperation.

Model cooperative play techniques for the children.

Send home "Special Buddy Awards" or certificates for two children who play well together. Love Publishing Company, Denver, Colorado, has a great book called "It's Positively Fun". It is chock full of awards to be sent home.

communicating

1. COMMUNICATES OWN NEEDS AND WANTS
2. ANSWERS QUESTIONS ABOUT SELF AND FAMILY
3. RESPONDS APPROPRIATELY WHEN COMMENTS ARE DIRECTED TO HIM/HER
4. ATTENDS TO SPEAKER IN A LARGE GROUP
5. INITIATES INTERACTION WITH PEERS AND ADULTS
6. ANSWERS QUESTIONS ABOUT STORIES, FILMS, ETC.
7. RELATES EXPERIENCES AND IDEAS TO OTHERS
8. ASKS QUESTIONS TO GET INFORMATION

COMMUNICATES OWN NEEDS AND WANTS

(Also see Skill 2 in "Following Rules and Routines" and Skill 7 in this section on communicating)

Anticipate child's wants and needs. Initially cue the child verbally, giving him/her necessary words. Fade cues to allow child to initiate as much on his own as possible. Perhaps other children could cue child.

Make sure adults are not meeting child's needs before child has to ask or tell (school and home). For example: Wait until child asks before giving snack or drink of water.

Have other children model asking for their needs to be met - praise them and verbalize what they have done in front of the other child. For example: "I like the way you raised your hand and said 'May I use the red paint' when you needed red."

Set up activities where children must ask others to get materials to complete their projects. For example, if the task is to paint a picture using three colors, give each child one jar of paint, each a different color. Or, if children want seconds on snacks, require them to ask.

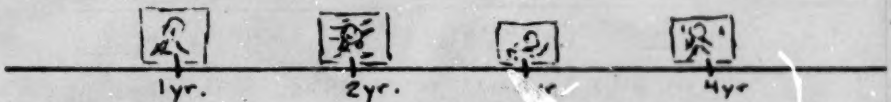
"Forget" to give child materials which he/she needs (such as scissors in cutting project). Prompt child only as necessary.

ANSWERS QUESTIONS ABOUT SELF AND FAMILY

Teachers use a variety of materials to help children learn and verbalize pertinent information about themselves. Playing mailman is a fun way for children to learn their name and address. Small paper houses are used with the child's address on it. Children send a letter home to mom and dad when they have memorized their addresses. Children can also check each other out by asking "What is your name?" "What is your address?"

Use individual family trees or family "house pockets" to help children remember the other members of their family. Since children may not be able to "read" the names of other family members, the teacher may want to start the "pocket" idea by holding up the name cards and asking "Whose house does Tony live in?", "Whose house does Beth live in?", etc. (Photo of family on envelope may be helpful cue)

An activity which helps children remember their age is the "time line".



If the parents have pictures of the child at the different ages, encourage them to make a "real" time line with their child but drawings are adequate.

Ask other teachers and personnel in the school to question the children on personal information - phrasing the questions in a variety of ways: "Do you have a brother? What is your sister's name?, How many boys are in your family?, What is your last name?, Are you the oldest?", etc.

Keep "abreast" of interesting events going on at home. A "traveling notebook" can give you new info to ask children about.

Toy telephones can be used to learn phone numbers. Place phone numbers on large cards or make a class phone book. Have children pair off and call each other.

RESPONDS APPROPRIATELY WHEN COMMENTS ARE DIRECTED TO HIM/HER

Remember that you are an important model - the children will imitate the way you greet others.

Practice greetings with children using "hello", or "good morning" everyday. Encourage them to respond to the greetings of others as well.

Use the toy telephones so children can practice appropriate responses. The teacher may choose to prompt calls: "Larry, pretend Doug is Santa Claus and tell him over the phone what you want for Christmas."; "Amy, call Karen and tell her all about your birthday party. See if she can come." "Tammy! Tammy, your house is on fire! Call Larry the fire chief and tell him about it!" Tape some of the conversations to play back.

Puppets or dollhouse figures offer another avenue for children to converse.

Role playing social situations which require a certain response from the child, i.e., the mommy is leaving the housekeeping corner, "Time for me to go now." The daddy says, good-bye.

ATTENDS TO SPEAKER IN A LARGE GROUP

Be specific as to exactly what you want from the children. A key phrase might be "I know you're listening when I see your eyes," "Let me see your x-ray eyes."

Seating strategies may prove helpful. Seat the child near a peer who is attending well. (Reinforce appropriate attending) If the child is constantly distracted, cue him/her to sit near you or in the front row. At a table activity, place him/her between two good peer models, rather than at the head or edge of the table.

A teacher's use of vocal inflections and body gestures may bring a wandering mind back to attending. Puppets, manipulative materials, mechanical toys and cubicles will often aide in building attention span.

Visual cues such as colored drawings on board to depict directions or pictures will often keep a child's attention.

Often children can take the role of the teacher so they are listening to each other as well. Children enjoy this role.

Ignore interrupting behaviors as much as possible and reinforcing appropriate attending.

Make "Rabbit Ears" for good listeners. These can be used during "special" listening time. (Tagboard or laminated colored paper works well for ears.)

INITIATES INTERACTION WITH PEERS AND ADULTS

Teachers may need to manipulate situations which prompt a child to approach a peer, i.e., telling the child to find a buddy to help him/her get milk.

Certain "rules of the roost" force children to approach the teacher, such as requesting materials or permission to use the bathroom, etc.

Play "Call Ball" which requires the child to call out the game of another child before throwing the ball.

Set up the physical environment so that children are facing each other in coupled activities. Provide play materials that encourage interaction.

Use the classroom typewriter and you play secretary. Let the children dictate messages or letters (to each other, to parents, to the President) which you type for them. Then have them "send" the message to the intended receiver.

ANSWERS QUESTIONS ABOUT STORIES, FILMS, ETC.

Checking a child's level of comprehension of a story by asking questions is a common practice but there are a variety of ways to strengthen this skill such as:

Sequence story cards.

Have the child be a character in the story and act it out.

Play "Catch the Teacher" - warn the children that you might make some mistakes reading a familiar story, and they will have to stop you if you do, i.e., "Once there were four bears...."

Read a familiar story without showing the pictures. Ask the class to close their eyes, think of a picture that fits the words and describe out loud what they see. Then, with felt tip pen in hand they can make their own illustrations.

When you want children to answer questions about a field trip, try taking along a tape recorder and recording some of the noises you hear and the children's reactions. On return, play a bit of the tape, then stop it. "Who remembers where we were when we heard that noise?" "What is it?" "Who else was there?"

Rerun filmstrips and let the children tell the story.

Use flannel board figures for familiar stories. Let children manipulate figures while you tell story - or they can do the whole thing if possible. Let two children play with flannel board characters telling story to each other.

Ask various levels of questions so all children can answer on their own level. For example, if you point out an animal from a story and ask "What is this?", the child must only recognize or remember. Another question like "Which animal in the story is white, has four paws and makes a good pet?" requires the child to put several pieces of information together to produce an answer.

RELATES EXPERIENCES AND IDEAS TO OTHERS

This is a skill which needs to be practiced throughout the daily routine.

Start individually or in small groups before expecting children to perform in large groups.

Make sure the child has something to express or something to talk about, i.e., pass an object around and each child tells one thing about it.

At role call each day, the teacher may request the children to share or relate an experience. For example, "Steve, tell us what you ate for breakfast?" or "Tell us about something you saw on your way to school.", etc.

A "Picture Place" can be created - a special spot for children to bring pictures that they want to share and tell about. (Cover with plexiglass so pictures aren't smudged.)

Provide time for "show and tell". This may be limited in large groups by assigning a child to a day - be sure to inform parents.

ASKS QUESTIONS TO GET INFORMATION

Bringing new unusual objects into the classroom is an excellent way to stimulate a child's curiousity.

Practice repeated questions in riddles and games, "Knock Knock - Who's There?", "Doggie, Doggie, Where's Your Bone?", "Did You Ever See a Lassie?", etc.

Play guessing games, "I'm thinking of something _____". Children must respond with question, "Is it the chair?" Simple pantomines are performed and children must ask, "Are you combing your hair?", etc.

Bring a paperbag or a box to school. Place something from the classroom in it. Children must ask questions to find out what it is. "What color is it? Can I play with it? Can I eat it?" No guessing is allowed until everyone has asked a question.

Use problem-solving stories where the children have to ask questions to solve problem such as, "Willie the Wisher" (by Open Court).

Whenever new people or special visitors are in the classroom such as the nurse, policeman, parents, family etc., allow a time for the children to ask them questions. Plan special visitors on a weekly or monthly basis to enhance question asking. Review questions ahead of time and have each child decide what he/she might ask.

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task - related

1. HOLDS AND/OR MANIPULATES MATERIALS
2. FOLLOWS A 3–PART DIRECTION RELATED TO TASK
3. MAKES CHOICES
4. FINDS MATERIALS NEEDED FOR TASK
5. WORKS ON ASSIGNED TASK FOR 15 MINUTES
6. COMPLETES TASKS OF ABILITY LEVEL INDEPENDENTLY
7. SELF–CORRECTS ERRORS
8. RECALLS AND COMPLETES TASK DEMONSTRATED PREVIOUSLY

1. HOLD AND/OR MANIPULATES MATERIALS

To manipulate scissors, brushes, pencils, and crayons is sometimes difficult. Some readiness activities are suggested to increase fine motor skills, specifically to increase muscle strength in hand and to develop an adequate pincer grasp.

To build hand strength, provide activities such as squeezing tennis balls and nerf balls, manipulating potter's clay and clothespins. Kitchen and ice tongs can be used to pick up large and small objects. Tug of war games will also build hand muscle strength.

To enhance pincer grasp: plan activities using tiny beads, cereal, marbles, pennies, buttons, chips, popcorn, pins, pegs, paper fasteners, beads, blocks, puzzles, pegs, lace cards, snaps, zippers, buttons, toothpicks to be placed in styrofoam holders, paper clips to be placed on cardboard, small round loops can be put on tall, thin peg or dowel.

Suggestions for adapting writing materials: use three-corner pencil holder, built-up pencil (use clay), velcro-grip holder.

A good resource for these type of adaptive devices for the physically handicapped is:

Be OK Self-Help Aids Catalog
Fred Sammons, Inc.
Box 32
Brookfield, Illinois 60513

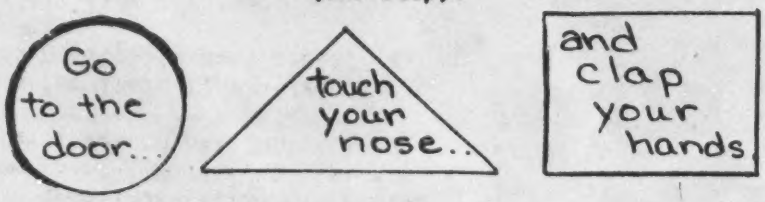
2. FOLLOWS 3-PART DIRECTION RELATED TO TASK

Start with one or two step visual directive games (actions, use of body). The children can model a series of actions, such as touching body parts, moving to music, playing instruments. Cards or pictures with actions can be used without teacher verbal direction. The teacher may also give visual cues.

Next, pair visual directive with verbal directive. ("When I say one, clap your hands, when I say three, sit down.)

Child follows verbal directions without visual cues with manipulative materials. (Example: Place child behind screen. Place blocks in front of child. Child builds tower according to specific verbal directions. Compares end result to teacher model. Any manipulative items can be used.)

Write directions on △ □ ○ . Have child pick up one of each. Adult reads it for child Lower functioning children can just choose ○ and □ . (Two step).



Play auditory memory/listening games such as: "I went to the store and bought. . ." Each child repeats what others said plus adds one of their own. Use picture clues at first and withdraw them. Play restaurant with picture cards representing the menu displayed prominently - one person places an order and the waiter/waitress gets the order.

3. MAKE CHOICES

Teach children how to use the materials that are available.

Limit choices at first, then expand the options.

Use snack time, art time, surprise times as opportunities to make choices.

Give the children who can't make choices, the opportunity to go first.

Encourage parents to let their children make choices at home regarding wardrobe, breakfast, etc.

Provide choices through learning centers or all lessons where opportunity arises.

Examples of choices might be choosing crayon, marker, colored paper, brush, paint shirt, and on to deciding which activity they would like to do next.

Give visual or tactual cues to make choices.

Let children help plan the schedule for the day by making choices between activities.

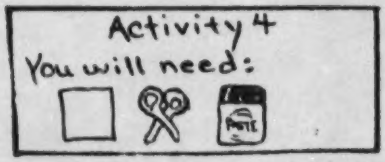
4. FINDS MATERIALS NEEDED FOR TASKS

Devise short games which require children to find certain supplies and materials in the classroom.

Allow the children to play a part in setting up the classroom. Since the child will need to know what the materials in the room are used for, a preliminary check on the child's understanding of the "use" of classroom materials is necessary.

Keep materials in the same place and easily accessible to the children.

Use visual cues for coding activity cards.



Have a discussion with children beforehand. What will we need for this task? Draw picture cues on the board. Where can you find the supplies? Point out the places. Then let children get the materials together themselves using the "chalkboard checklist."

Accept the fact that children may use a trial and error approach when the selection is left up to them.

Start by having one child find the materials for a group lesson. Gradually expect each child to decide upon and find materials he or she needs.

When children are first learning the task, allow ample time to find correct materials.

5. WORKS ON ASSIGNED TASK FOR 15 MINUTES

Start with a task which is appropriate for the child and one you know he/she will be successful with. Perhaps many short, highly motivating tasks may have to be used initially to hold attention and promote task completion. Teacher may wish to chart amount of time on task at first and build expectations for child from data collected. The use of a timer or hour glass will aide the child in determining how much time he/she has or when time is up. The child may also be grouped with a partner who has adequate on-task behavior and thus model the appropriate behavior. The teacher should try not to assist during the designated time period, but help afterwards if needed. Build up time gradually according to child's age and ability level. Be consistent and carry through same expectations for attending throughout all classroom activities.

6. COMPLETES ABILITY LEVEL TASKS INDEPENDENTLY

Try to be scientific in determining task level of each child. Points to consider when determining task level are: length of time needed to complete task, number of items, cues needed, setting of task, and reinforcement appropriate to group or child. Begin with short simple tasks which you know the child can complete successfully.

Adults and peers can be used as reinforcers and models.

Increase length and complexity of task as children succeed.

Fade out visual and auditory cues on a gradual basis.

Reward them with personal "favorite" activities.

Special educators with smaller classes may find it hard to "resist" helping a child. Force yourself to let the child tackle a task on his/her own. You won't always be there to show him/her how.

7. **SELF CORRECTS ERRORS**

Make sure children understand basic concepts required for specific activity. Example: same/different, etc.

The teacher can provide a model representing the correct answers, allowing children to match own work to teacher's model or peer's model.

Commercial materials that teach self correction, such as: Rebus, Montessori, Distar, Teacher-made materials, Teaching Machines, Systems 80. DLM Tape Series can also be used.

Children can watch themselves in mirror or model peers for checking gross motor movements.

Construct teacher-made materials that allow for self correction such as plastic overlays displaying correct answers.

Teach and reinforce idea that "everyone makes errors" - what is important is what you do when error is made - what strategies can you use to cope with errors.

Allow time in your "error-free" learning situation for errors to be made and coping strategies modeled. In other words, plan some intentional errors so the child can learn under a trial-and-error approach.

8. RECALLS AND COMPLETES TASK DEMONSTRATED PREVIOUSLY

Play memory games such as: Take Away and Secret Wind.

Have the children perform action songs, sing short fun songs, or recite poems and nursery rhymes.

Read stories and have them answer simple questions.

Plan several games and lessons with multiple directives.

Provide reminders and appropriate peer models, initially to build in desired response.

school and classroom rules and routines

1. CAN "LINE–UP" AND STAY IN LINE
2. RAISES HAND AND/OR GETS TEACHER'S ATTENTION WHEN NECESSARY
3. REPLACES MATERIALS AND "CLEANS–UP" WORKSPACE
4. MOVES THROUGH ROUTINE TRANSITIONS SMOOTHLY
5. WAITS TO TAKE TURN AND SHARES
6. CONTROLS VOICE IN CLASSROOM
7. STAYS IN "OWN SPACE" FOR ACTIVITY
8. KNOWS WAY AROUND SCHOOL AND PLAYGROUND

1. CAN "LINE-UP" AND STAY IN LINE

Make a train track in the hall with tape or contact.

Try a snake (Children make ssss sound until in line and then drop hands).

Line younger children using a rope with knots in it when lining up. (Each child holds onto a knot.)

Play "Follow the Leader" games.

Simple relays require children to stay in line.

Tape line on floor for children to stand on.

To facilitate the understanding of a "line", have children position dolls, figures to other objects in a line.

Observe older children in line and model "the big kids".

Line up chairs to play bus.

We use lines when we go to the bathroom, lunchroom, busses, library, and when we have a fire drill.

Special duty chart can include a "line leader" for the day.

Seek out even larger groups to form lines - perhaps a "halloween" parade with another class to show off your costumes to the rest of the school. An "outside" parade can include bikes too!

Practice lining up and taking walks in "pairs" also.

2. RAISES HAND AND/OR GETS TEACHER'S ATTENTION WHEN NECESSARY

A "Smiley Face" on their hands can serve as a reminder.

Putting hands up in songs or games to the tune of "If you're happy and you know it.", or if you want to go outside, share your toy, have a cracker, etc., "raise your hand."

Initially, you might try pairing raising hands with a visual cue: light on and off or use an auditory clue such as a clicker.

Determine when children need to raise hands to speak, i.e., circle time not learning center time and be consistent so children learn to discriminate.

Raising hands may be illustrated using a puppet or stuffed animal raising his paw up.

During roll call have child raise hand when you call their name and the ask them a question - remind child to speak after he/she raises his/her hand.

Ignore "blurted out" responses when they are at inappropriate times and praise children who remember to raise their hands. Be sure to recognize the ignored child as soon as he/she remembers to raise his/her hand to speak.

3. REPLACE MATERIALS AND "CLEANS-UP" WORKSPACE (OR PLAYSPACE)

Establish a routine and have a specific place for all things to be returned. Pictures or color coded outlines and labels can be used as cues.

Put one child in charge - seeing that everyone helps to clean up (i.e., clean-up monitor on Helper chart).

Have clean-up time be a separate time; "It's time to clean up!" Give children an auditory cue which means clean up, such as chords on the piano.

Materials must be accessible to the children (i.e., low cupboards).

Set rules: Before you move to another toy or activity, the toy you were playing with must be put away.

Have a volunteer portray "Messy Matilda" - Children explain the rules of clean-up to her because she "makes a mess" and forgets to clean-up.

Use reinforcers such as stickers or happy notes for clean-up.

Play clean-up songs - when the music stops, they must be done.

Janitor is invited to "inspect" the room. Children are really motivated to make things spic and span. Janitor of the school can be asked or a child janitor can be appointed.

Plan activities after play time which will motivate children to clean up and join the next activities.

4. MOVES THROUGH ROUTINE TRANSITIONS SMOOTHLY

Give children an explanation of the daily routine. It is sometimes helpful to use visual cues, i.e., pictures, to give children a better understanding of what will happen. Place the pictures on a wall in a time line so that children can see what comes next.

Sequencing the events of the day is not only reassuring but gives the children a sense of what happens first, next, etc.

Challenge them to recall the "plan for the day": Ask questions like, "We are finished with this activity, what will we do next?"

Arrange for orderly transition with a game, i.e., everyone with brown hair may start a new center, wearing the color red, etc.

Awareness of daily schedule gives children a sense of security - Major changes in schedule should be shared with the children in advance, whenever possible.

Remember to keep directions clear and concise when ready to start a new activity.

Give signal which cues children to get ready for next activity such as a bell, piano chord, etc. If a particular child has special difficulty with transition, sound the signal and then go touch the child, quietly telling him/her what to do and what will happen next.

Sometimes a transition is simply a diversion. For example: "Wiggle from head to toe before you sit down." Do relaxation exercises with the children to help settle them down. Model as you wind up tight as a spring and relax like a sleepy dog.

5. WAITS TO TAKE TURN AND SHARES

Shares stories that depict the chaos that exists when no one takes turns or shares

Assign numbers to take turns at a specific game.

Cooking activities are easy to organize turns for by using the adding of ingredients and the actual mixing as "turns!"

The children's names on the "Helper Charts" are alternated so that all the children get to have a "turn" at the different jobs.

Structure activities so children have opportunities to share with each other, i.e., in art two children may be required to share crayons.

Seek out filmstrips that demonstrate sharing, such as:

> The Adventures of the Lollipop Dragon - These cartoon stories use Lollipop Dragon and the children of Tum-Tum to demonstrate the positive values of sharing, working together, and taking turns. (Includes: filmstrips, cassettes, script/ guides, coloring book, and teacher's materials.) For more information contact: Singer Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

6. CONTROLS VOICE IN CLASSROOM

Distinguish between loud and soft voices. Discuss why we use different voices at different times in different places. Review the specific places where you can use loud and soft voices.

Play listening games: to hear others in the building, to hear nature sounds, etc. Make children aware of the special sounds we cannot hear when loud noises surround us.

Give children an awareness of what their voice sounds like. Use a tape recorder to record children's voices. Ask them to identify their voices and their friends' voices.

Discuss indoor/outdoor voice rules.

When emphasizing "quiet voices", use cues such as". . .when Winnie the Pooh is hibernating we have to be . . ."

7. STAYS IN "OWN SPACE" FOR ACTIVITY

Pretend there is a "bubble" around you; allow enough space for your neighbor.

Utilize cubechairs or corner chairs for the child who has problems remaining in his/her spot.

Separate carpet squares or small rugs are helpful for children to "contain" their own space.

Tape off sections on the floor or place colored circles or stickers on floor where children are to sit.

Trace an imaginary "X" on the floor with child watching and ask him/her to stay right on the magic "X".

Use name cards to label spots where children are to sit.

Play "statue" - when the bell rings everyone must freeze and keep their own spot.

KNOWS WAY AROUND SCHOOL AND PLAYGROUND

Orient children to different rooms in the school. Plan a "school" unit at the beginning of the year, emphasizing vocabulary (such as office, gym, kitchen, etc.) and tour where these places are as a large group, small group, or individual. Make a small scale map of school on tagboard.

Play "red light-green light". As children walk around new environment, you say "red light"- they STOP and look and tell what they see. The "green light" means to start walking again.

Teacher and staff should list types of errands which would take the child out of the room: Examples: a) Attendance slip to office, b) lunch count to office, c) get milk for snacks, d) take books to library, e) take note to another teacher or to an office, f) get materials, g) get refrigerated supplied for cooking/snacks. Teacher can decide which are easy or difficult and start with the easier task.

Use buddy system. Teacher begins by choosing a capable child she/he knows can complete task correctly. Example of a buddy system: Children take turns running errands for the day in alphabetical order or any other teacher-devised sequence. Child of the day gets to choose a friend to go along.

Visual cues can be used to show children when they have reached a certain place and when they are back to the right place: a) clown by classroom door, b) colored tape on floor, c) arrows pointing to the exit where buses pick-up children.

Visit other classrooms and plot the route you'll take on the small scale map before you go.

self help

1. WILL PUT ON/OFF OUTER CLOTHING WITHIN A REASONABLE AMOUNT OF TIME
2. CARES FOR OWN BATHROOM NEEDS
3. FEEDS SELF
4. GETS ON AND OFF OF BUS
5. AWARE OF OBVIOUS DANGERS AND AVOIDS THEM

1. **WILL PUT ON/OFF OUTER CLOTHING WITHIN A REASONABLE AMOUNT OF TIME**

Time child on activities to get baseline.

Allow plenty of opportunities for dressing, especially at the beginning of the "cold weather" season. (Remember it's part of the curriculum.)

At dress up corner time, use plenty of clothes with a variety of fastenings so the children get plenty of practice.

Emphasize to all adults that work with the child (including parents) to allow plenty of opportunities dressing and that even though it takes longer now to let the child dress him/herself, that, in the long run independence is the goal.

If necessary, use clothes with adaptive closures to help the child be more independent. Zippers and velcro closures instead of buttons. Zippers under arms for difficult - to put on coats, etc.

2. CARES FOR OWN BATHROOM NEEDS

This should certainly be a "high priority" skill in EC:EEN but "caring for own bathroom needs" may mean that the child change his/her own diaper (i.e.: child may be capable of changing diaper but not physically able to "feel" the need to use the toilet.) The child should help to the greatest extent that he/she can.

If a child still requires a great deal of physical assistance in this area an aide should be available to assist with toileting in Kindergarten.

Resources: "Chapter 6 - Toilet Training", Handling the Young Cerebral Palsied Child at Home, by Nancie R. Finnie, 1975 2nd Edition, E.P. Dutton and Co., Inc.

"Part IV - Self Care - Toilet training, p. 374, Guide to Early Developmental Training, Wabash Center for the Mentally Retarded, Inc., 1972, Allyn and Bacon Inc. 470 Atlantic Ave., Boston, Mass. 02210

3. FEEDS SELF

This skill is also "assumed" to be within the child's capabilities by the time he/she reaches kindergarten. However, the physically handicapped child may still have difficulty in this area. Since this is a basic life skill, the child's early teachers and therapists will have spent much time in this area but if physical assistance from an adult is still needed when the child enters kindergarten an aide should be available to assist that child at snack time.

Resources: "Chapter 5 - Feeding", Handling the Young Cerebral Palsied Child at Home, by Nancie R. Finnie, 1975 2nd Edition, E.P. Dutton and Co., Inc.

"Part IV - Self Care - Eating Skills", p. 385, Guide to Early Developmental Training, Wabash Center for the Mentally Retarded, Inc., 1972, Allyn and Bacon Inc. 470 Atlantic Ave., Boston, Mass. 02210

Program Guidelines for Children with Feeding Problems, by Suzanne Morris, Ph.D., Childcraft Education Corp., 20 Kilmer Rd., Edison, NJ 08817

4. GETS OFF AND ON BUS

Color code name tags of children to match hat color of bus driver.

When transferring buses, use name tags on children so others can help.

Buddy system with older students.

Make riding bus appealing to kids (i.e., song: Wheels on the bus . . .)

Set up bus in classroom and practice moving up and down aisle, in and out of seats, etc.

Ask bus driver to visit classroom and explain rules of the bus.

Encourage the adults to let the children step down from the bus independently when possible.

5. AWARE OF OBVIOUS DANGERS AND AVOIDS THEM

Discuss and practice safety rules (cooking, playground, etc.) and encourage parents to do the same at home.

To initiate discussion, use open sentences - "What would happen if . . . "

Roleplay potentially dangerous situations.

Utilize community resource people such as firepersons and policepersons.

Ask a volunteer to portray, "Samantha Safety", who shares safety rules with the children.

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